

## John C Calhoun Elementary

750 North Calhoun Street  
Calhoun Falls, South Carolina 29628

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	269 Students	
<b>Principal</b>	David Nixon	864-447-8016
<b>Superintendent</b>	Dr. Ivan Randolph, Ph.D.	864-366-5427
<b>Board Chair</b>	Dr. Allen Kolb	864-366-9094

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	44	62	11

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Average	Yes
<b>2006</b>	Below Average	Unsatisfactory	Yes

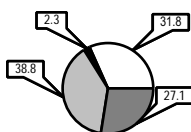
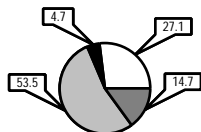
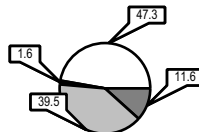
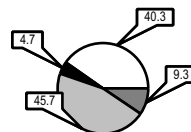
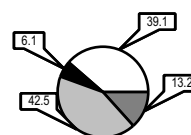
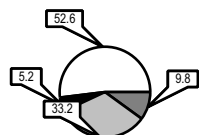
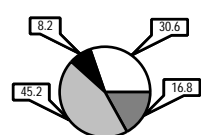
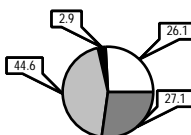
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	135	100.0	31.8	38.8	27.1	2.3	36.4	Yes	Yes
<b>Gender</b>									
Male	64	100.0	48.4	30.6	21.0	0.0	29.0	N/A	N/A
Female	71	100.0	16.4	46.3	32.8	4.5	43.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	65	100.0	31.1	34.4	32.8	1.6	42.6	Yes	Yes
African American	68	100.0	33.3	40.9	22.7	3.0	31.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	115	100.0	25.7	42.2	29.4	2.8	39.4	N/A	N/A
Disabled	20	100.0	65.0	20.0	15.0	0.0	20.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	135	100.0	31.8	38.8	27.1	2.3	36.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	133	100.0	32.3	37.8	27.6	2.4	37.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	106	100.0	34.3	41.2	22.5	2.0	32.4	Yes	Yes
Full-pay meals	29	100.0	22.2	29.6	44.4	3.7	51.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	135	100.0	27.1	53.5	14.7	4.7	35.7	Yes	Yes
<b>Gender</b>									
Male	64	100.0	35.5	48.4	11.3	4.8	27.4	N/A	N/A
Female	71	100.0	19.4	58.2	17.9	4.5	43.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	65	100.0	26.2	49.2	16.4	8.2	45.9	Yes	Yes
African American	68	100.0	27.3	57.6	13.6	1.5	27.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	115	100.0	20.2	58.7	16.5	4.6	40.4	N/A	N/A
Disabled	20	100.0	65.0	25.0	5.0	5.0	10.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	135	100.0	27.1	53.5	14.7	4.7	35.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	133	100.0	26.8	53.5	15.0	4.7	36.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	106	100.0	31.4	53.9	13.7	1.0	31.4	Yes	Yes
Full-pay meals	29	100.0	11.1	51.9	18.5	18.5	51.9	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	135	100.0	47.3	39.5	11.6	1.6	13.2
<b>Gender</b>							
Male	64	100.0	53.2	35.5	9.7	1.6	11.3
Female	71	100.0	41.8	43.3	13.4	1.5	14.9
<b>Racial/Ethnic Group</b>							
White	65	100.0	45.9	39.3	13.1	1.6	14.8
African American	68	100.0	47.0	40.9	10.6	1.5	12.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	115	100.0	44.0	42.2	11.9	1.8	13.8
Disabled	20	100.0	65.0	25.0	10.0	0.0	10.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	135	100.0	47.3	39.5	11.6	1.6	13.2
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	133	100.0	46.5	40.2	11.8	1.6	13.4
<b>Socio-Economic Status</b>							
Subsidized meals	106	100.0	51.0	37.3	10.8	1.0	11.8
Full-pay meals	29	100.0	33.3	48.1	14.8	3.7	18.5

<b>Social Studies</b>							
All Students	135	100.0	40.3	45.7	9.3	4.7	14.0
<b>Gender</b>							
Male	64	100.0	45.2	45.2	8.1	1.6	9.7
Female	71	100.0	35.8	46.3	10.4	7.5	17.9
<b>Racial/Ethnic Group</b>							
White	65	100.0	39.3	41.0	13.1	6.6	19.7
African American	68	100.0	40.9	50.0	6.1	3.0	9.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	115	100.0	39.4	45.9	9.2	5.5	14.7
Disabled	20	100.0	45.0	45.0	10.0	0.0	10.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	135	100.0	40.3	45.7	9.3	4.7	14.0
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	133	100.0	40.2	45.7	9.4	4.7	14.2
<b>Socio-Economic Status</b>							
Subsidized meals	106	100.0	43.1	49.0	4.9	2.9	7.8
Full-pay meals	29	100.0	29.6	33.3	25.9	11.1	37.0

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	31	96.8	31.0	24.1	37.9	6.9	44.8
	4	39	97.4	27.8	38.9	33.3	0.0	33.3
	5	34	91.2	51.7	27.6	20.7	0.0	20.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	35	100.0	18.8	25.0	56.3	0.0	56.3
	4	28	100.0	37.0	37.0	22.2	3.7	25.9
	5	40	100.0	20.0	60.0	20.0	0.0	20.0
	6	32	100.0	56.7	26.7	10.0	6.7	16.7
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	31	96.8	13.8	65.5	20.7	0.0	20.7
	4	39	97.4	19.4	55.6	16.7	8.3	25.0
	5	34	91.2	41.4	37.9	17.2	3.4	20.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	35	100.0	18.8	59.4	18.8	3.1	21.9
	4	28	100.0	22.2	48.1	29.6	0.0	29.6
	5	40	100.0	35.0	52.5	2.5	10.0	12.5
	6	32	100.0	30.0	53.3	13.3	3.3	16.7
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	31	96.8	48.3	44.8	6.9	0.0	6.9
	4	39	97.4	52.8	25.0	13.9	8.3	22.2
	5	34	91.2	58.6	37.9	3.4	0.0	3.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	35	100.0	34.4	50.0	15.6	0.0	15.6
	4	28	100.0	37.0	44.4	14.8	3.7	18.5
	5	40	100.0	57.5	30.0	10.0	2.5	12.5
	6	32	100.0	56.7	36.7	6.7	0.0	6.7
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	31	96.8	24.1	75.9	0.0	0.0	0.0
	4	39	97.4	25.0	61.1	11.1	2.8	13.9
	5	34	91.2	62.1	34.5	3.4	0.0	3.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	35	100.0	25.0	56.3	12.5	6.3	18.8
	4	28	100.0	48.1	44.4	7.4	0.0	7.4
	5	40	100.0	50.0	40.0	7.5	2.5	10.0
	6	32	100.0	36.7	43.3	10.0	10.0	20.0
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 269)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.3%	Down from 5.2%	3.4%	2.8%
Attendance rate	97.0%	Down from 97.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	5.8%	Down from 8.5%	6.5%	10.4%
On academic plans	58.4%	N/AV	46.0%	33.6%
On academic probation	5.5%	N/AV	0.0%	1.0%
With disabilities other than speech	7.1%	Down from 9.9%	7.9%	7.5%
Older than usual for grade	2.8%	Up from 2.3%	1.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 18)</b>				
Teachers with advanced degrees	27.8%	Down from 33.3%	51.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	3.3%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.1%	Up from 81.6%	87.0%	87.3%
Teacher attendance rate	91.6%	Down from 94.9%	94.8%	94.9%
Average teacher salary	\$38,824	Up 6.4%	\$41,764	\$42,485
Prof. development days/teacher	10.2 days	Down from 11.6 days	13.3 days	13.3 days
<b>School</b>				
Principal's years at school	16.0	Up from 15.0	4.0	4.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 17.8 to 1	17.5 to 1	18.6 to 1
Prime instructional time	86.5%	Down from 89.9%	89.4%	89.7%
Dollars spent per pupil*	\$6,898	Up 10.5%	\$6,909	\$6,557
Percent of expenditures for teacher salaries*	62.1%	Down from 66.0%	63.2%	64.0%
Percent of expenditures for instruction*	66.5%		69.0%	69.1%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	82.6%	Down from 93.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

As we enter our fourth year of involvement with the South Carolina State Improvement Grant, the administration, faculty, and staff of JCCE remain committed to bringing about systemic change that will improve instruction and learning for every student. Our school has gained local, statewide, and national attention for progress with its school-wide behavior and character education program. Since its implementation in 2000-2001, disciplinary referrals and out-of-school suspensions have been significantly reduced. This has resulted in a more orderly environment and more instructional time in the classroom.

Our school has also gained much attention for its implementation of SRA Reading Mastery (Direct Instruction) school-wide. JCCE is one of the few schools in our state and region to implement this program school-wide. Since its implementation in 2004, we have seen some dramatic changes in the skill level of our students. As we continue to build a strong foundation for reading in our students, we trust that this growth will be reflected by increases in our PACT and individual reading assessment results.

PACT results for 2004 - 2005 indicate a slight improvement in mathematics with a decline in English Language Arts. When compared to other schools similar to ours, JCCE students performed better in mathematics and social studies. In 2005, JCCE met all of its state target goals for adequate yearly progress.

During the 2006-2007 school year, JCCE will continue the process of developing a new five-year SACS/school renewal plan that will meet the requirements of state law and accreditation by the Southern Association of Colleges and Schools. In 2006, JCCE will celebrate ten years of accreditation by the Southern Association of Colleges and Schools. In the spring of 2007, a visiting committee of teachers and administrators representing the Southern Association will do an on-site visit at JCCE in preparation for the next five-year cycle.

Our school will continue to implement school-wide, research-based strategies that will help to produce systemic change. To help make this change lasting and permanent, we will continue to assist teachers in building their own capacity for change through ongoing training and professional development. Further, we will continue to collect and more effectively use data about our students to help us monitor student progress and make effective decisions related to each student's instruction.

As a faculty, we are continuing to grow, learn and improve our skills and instructional program so we can help our students grow, learn and achieve success. We solicit your cooperation and support as we strive to make JCCE the best school it can be for the students of our community.

Sherwin L. Johnson, Principal  
Mrs. Donna Bell, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	17	30	16
<b>Percent satisfied with learning environment</b>	82.4%	80.0%	75.0%
<b>Percent satisfied with social and physical environment</b>	88.2%	82.8%	75.0%
<b>Percent satisfied with school-home relations</b>	58.8%	90.0%	68.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.